

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT FOR:

A-Little-Extra-Help-Tutoring Service

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications		Lesson matches original description	Satisfactory	Criminal Background Checks	
Recruiting Materials		Instruction is clear	Satisfactory	Health/safety laws & regulations	
Academic Program		Time on task is appropriate	Satisfactory	Financial viability	
Progress Reporting		Instructor is appropriately knowledgeable	Satisfactory		
		Student/instructor ratio: 2:1	Unsatisfactory		

ACTION NEEDED: NONE

- 1) An amendment regarding the change in the provider's student / teacher ratio was submitted. However, the unsatisfactory rating for the student/instructor ratio remains since the amendment was submitted after the monitoring visit.
- 2) A corrective action plan explaining the process ALEHTS will use to ensure that each student has an Individual Pupil Plan as described in the application, describing the process ALEHTS will use to ensure that tutors are using pre-test results, Lesson Plans, and Individual Pupil Plans to direct instruction and the process that ALEHTS will use to evaluate the effectiveness of tutors in implementing the program appropriately and accurately, as well as consequences that will be utilized for tutors who are not performing appropriately was submitted.

(As per the on-site monitoring overview document, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since A-Little-Extra-Help-Tutoring Service's document and compliance analysis was completed during the 2005-2006 school year, only an observation was completed for the 2006-2007 school year).

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: A-Little-Extra-Help-Tutoring Service
SITE: 1112 S. Villa (Evansville, IN)
TUTOR'S INITIALS (ALL TUTORS OBSERVED): J. & G.
NUMBER OF LESSONS OBSERVED: 2

DATE: 3-14-07
REVIEWER: ST & MC
TIME OF OBSERVATION: 4:25pm

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Providers receiving a “U” in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	S	U	REVIEWER COMMENTS
Lesson matches original description in provider application	S		Students in small groups of two worked on homework assignments with their tutors. Homework assignments ranged from reading and language arts to social studies and science. In reading, one student read a story out loud to the tutor as the tutor helped the student pronounce the more challenging words. This student was also encouraged to write three sentences about his birthday and was required to stay on topic as he wrote. In language arts, one student (Kindergartner) worked with the tutor on writing down words that began with the letter “m” and even reviewed a book, “The Big Big Box”, searching for additional words. The students working on social studies and science homework each had worksheets to complete and relied on the tutor for assistance with questions they were unable to answer. For the most part, observed lessons were in line with provider’s original application.
Instruction is clear	S		Instruction for the students completing reading and language art assignments was very thorough. The tutor asked the students questions to determine how effectively the students were able to apply the concepts the tutor explained. There was very little instruction observed with the students working on science and social studies as the students simply worked on their homework and asked their tutor for help finding answers periodically.
Time on task is appropriate	S		Students were engaged and interested in their work. Tutors were able to redirect students if/when they were off task.
Instructor is appropriately knowledgeable	S		The tutor working with the students on language arts and reading used age and ability level appropriate activities to explain words or concepts related to each student’s homework assignments. This tutor was very effective at developing supplemental activities that would allow the students to work on concepts that were related and also beyond their classroom curriculum. In addition, this tutor helped to guide and coach students towards finding the correct answers in their assignments rather than giving them the answer. This tutor was very skilled at linking to larger literacy concepts as she tutored (i.e. vowel sounds, phonics, fluency, etc.) However, the tutor working with the students on science and social studies provided little instruction and sometimes gave students the answers rather than providing them with tips and resources that would help them discover the answers on their own. This tutor did not link work being done to any larger conceptual knowledge as students simply worked on their homework. Although the provider application describes the use of Individual Pupil Plans, tutors did not rely on the Individual Pupil Plans, lesson plans or pre-test results to guide instruction for students (although pre-test results were available in student files). In fact, it did not appear that lesson plans or Individual Pupil Plans were even developed for students.

Student/instructor ratio: <u>2:1</u>		U	Application notes that the ratio will be 1:1 and that instruction will be on an individual basis. A 2:1 ratio was observed.
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